

## The Influence of Principal Leadership Style and Pedagogic Competency on Teacher Performance in Creating Learning Media

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### ABSTRACT

This study aims to analyze the influence of the principal's leadership style and pedagogical competence on teacher performance in creating learning media at PAUD institutions in Penggilingan Village, Cakung, East Jakarta. This study uses a quantitative approach with a survey method. The research sample consisted of 120 teachers selected using random sampling techniques. Data were collected through a questionnaire that measured the principal's leadership style, teacher pedagogical competence, and teacher performance in creating learning media. Data analysis used correlation and regression techniques. The results showed that there was a positive and significant correlation between the principal's leadership style and pedagogical competence with teacher performance in creating learning media. This indicates that a democratic leadership style and high pedagogical competence contribute to improving teachers' abilities in developing innovative and effective learning media.

**Keywords:** Leadership Style, Pedagogical Competence, Teacher Performance, Learning Media.

### INTRODUCTION

The increasing number of early childhood education (PAUD) providers is in line with the increasing urgency of the community to seek quality and the best education to support children's growth. According to Law No. 20 of 2003, Early Childhood Education (PAUD) is an effort to provide guidance aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. The quality of learning is an important factor that needs to be considered by education providers, in this case the school. Quality learning is based on several interrelated things, one of which is the readiness of educators in providing quality learning. Educators can manage the learning process, including learner performance, mastery of material/curriculum, use of learning methods/strategies, and utilization of learning facilities (Marlina, 2017)

One of the key factors for the success of implementing PAUD services is the presence of qualified teachers or educators. According to Law of the Republic of Indonesia No. Article 1 of Law No. 14 of 2005 explains that teachers are professional educators who have the main responsibility for educating, teaching, guiding, directing, training, assessing and evaluating students at the level of Early Childhood Education, Elementary Education, and Secondary Education, both through formal and non-formal education. Every day, teachers have the responsibility to prepare teaching materials to support the teaching process. Interesting and effective learning media can make the learning atmosphere interactive and learning objectives can be conveyed to students (Zaini & Dewi, 2017).

Good teacher performance in carrying out their duties and obligations cannot be separated from other roles in the school environment, one of which is the principal. Principals have different leadership styles according to their nature and personality which can affect teacher performance at school (Jaya, 2022). With the importance of

the role of leadership in efforts to achieve the goals of an organization, it can be asked that the success or failure experienced by an organization is largely determined by the quality of leadership possessed by the people who are entrusted as leaders in the organization (Nasution & Ichsan, 2020). Good teacher performance is not only influenced by the principal's leadership style, but effective collaboration and teamwork can also optimize daily working conditions in educating students. A good leader or principal can also involve teachers in discussions, ask teachers to attend training, and build a positive working atmosphere can also improve teacher performance (Octavia & Savira, 2016).

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, PAUD teachers are required to develop comprehensive competencies, including pedagogical, personality, social and professional competencies. One of the competencies that influences daily life is pedagogical competency. Pedagogical competency can be interpreted as the ability and desire to apply attitudes, knowledge, and skills to promote learning, organize learning, and evaluate students in the process of actualizing their potential (Tyagita & Iriani, 2018). Teachers will plan and implement methods that adapt to the characteristics of children. Provision of learning materials, teaching tools, and evaluation methods to see the development of students is included in pedagogical competency (Sufianti & Afifah, 2019). Teachers who have quality pedagogical competency can choose methods and produce effective learning media for students.

In preparing learning media, teachers are faced with challenges that require teachers to be adaptive and creative. Lack of information about effective learning media, not yet proficient in operating learning tools/media, and lack of training to develop creativity in compiling learning media are challenges faced by teachers in schools (Zaini & Dewi, 2017). Clear, constructive direction, and examples of how to create learning media are one of the keys that can be done by the principal to help teachers provide meaningful learning for students. Collaboration between teachers and the principal can produce effective and efficient learning media output in helping students to interpret the information provided. The importance of implementing the principal's leadership style supported by the pedagogical competence possessed by a teacher can produce good learning media. Another challenge that is often faced is the lack of training for teachers and also the micro-management leadership style of the principal which can affect teacher performance in preparing learning materials for students (Pratiwi et al., 2021). Based on these problems, researchers are interested in conducting research related to the performance of early childhood education teachers in terms of the leadership style of the principal and the pedagogical competence possessed by the teacher.

## METHOD

This study uses a quantitative method with a survey approach through a questionnaire in the form of a google form sent to PAUD teachers. The study was conducted in Penggilingan Village, Cakung District, East Jakarta. The population in this study were all PAUD teachers with a total of 100 teachers. Data collection in the form of scores was taken using the principal's leadership style instrument, Pedagogical Competence and Teacher Performance in Making Learning Media. This

study was conducted in the odd semester of the 2024-2025 academic year. The principal's leadership style instrument and Pedagogical Competence are valid and reliable, where Teacher Performance in Making Learning Media is the dependent variable (Y) for the principal's leadership style instrument (X1) and Pedagogical Competence (X2). The hypothesis of this study: The Influence of Principal Leadership Style and Pedagogical Competence on Teacher Performance in Making Learning Media. Data analysis was carried out using SPSS version 23 software by first describing the research data, then a prerequisite test was carried out by testing normality which aims to determine the effects of the habituation method given to the subject/teacher. Data analysis is intended to process data obtained from the research taken. Data analysis techniques are carried out with descriptive statistics and implicit statistics.

## RESULTS AND DISCUSSION

### 1. Results and Discussion

The research data obtained were first described, then a prerequisite test was conducted before the hypothesis test was conducted.

#### a. Data Description

The description of the score data for the Principal's Leadership Style and Pedagogical Competence and Teacher Performance variables is presented in the following table:

		Statistics		
		Principal Leadership Style	Pedagogical Competence	Teacher Performance
N	Valid	50	50	50
	Missing	0	0	0
Mean		89.40	77.76	139.38
Std. Error of Mean		.935	.903	.954
Median		89.00	76.00	135.00
Mode		99	76	135
Std. Deviation		6.609	6.384	6.746
Variance		43.673	40.758	45.506
Range		20	18	25
Minimum		80	72	125
Maximum		100	90	150
Sum		4470	3888	6969

Descriptive statistics are used to interpret the average magnitude of leadership style, Pedagogical Competence and teacher performance. Based on the table above, the score obtained from 50 respondents with valid data shows that: For Variable X1 Principal Leadership Style has an average or mean of 89.40, median 89, mode 99 and standard deviation of leadership style is 9.609, Variable X2 Pedagogical Competence has an average or mean of 77.76, median 76, mode 76 and standard deviation of Pedagogical Competence 6.384, For Variable Y teacher performance has an average or mean of 139.38, median 135, mode 135, and standard deviation of teacher performance is 6746.

## Data Analysis Requirements Testing

### 1. Normality Test

The research data that has been described is then tested for data analysis prerequisites using the SPSS version 23 program, namely: by testing the normality and homogeneity of the data. Data normality test using the Kolmogorov-SmirnovZ test, as follows:

#### a. Principal Leadership Style Score Normality Test

To find out whether the data collected and studied by the author is normally distributed data or not, the author conducted a test using the One Sample Kolmogorov-Smirnov Test, the results obtained by Kolmogorov-SmirnovZ were 0.204, this figure is the same as the manual results and the Asymp. Sig. (2-tailed) value is 0.000 or can be written as a probability value (p-value) = 0.000 > 0.05 or Ho is rejected. Thus, the Principal Leadership Style is not normally distributed.

#### b. Normality Test of Pedagogical Competence Score

To find out whether the data collected and studied by the author is normally distributed or not, the author conducted a test using the One Sample Kolmogorov-Smirnov Test, the results obtained by Kolmogorov-SmirnovZ were 0.369, this number is the same as the manual results and the Asymp. Sig. (2-tailed) value is 0.000 or can be written as a probability value (p-value) = 0.000 > 0.05 or Ho is rejected. Thus, Pedagogical Competence is not normally distributed.

#### c. Normality Test of Teacher Performance Score

To find out whether the data collected and studied by the author is normally distributed or not, the author conducted a test using the One Sample Kolmogorov-Smirnov Test, the results obtained by Kolmogorov-SmirnovZ were 0.322, this number is the same as the manual results and the Asymp. Sig. (2-tailed) of 0.000 or can be written as a probability value (p-value) = 0.000 > 0.05 or Ho is rejected. Thus, Teacher Performance is not normally distributed.

**One-Sample Kolmogorov-Smirnov Test**

	Principal Leadership Style	Pedagogical Competence	Teacher Performance
N	50	50	50
Normal Parameters <sup>a</sup> :			
Mean	89.40	77.76	139.38
Deviation	6.609	6.384	6.746
Most Extreme Differences			
Absolute	.204	.369	.322
Positive	.204	.369	.322
Negative	-.187	-.183	-.231
Test Statistic	.204	.369	.322
Asymp. Sig. (2-tailed) <sup>c</sup>	.000	.000	.000
Monte Carlo Sig. (2-tailed) <sup>d</sup>	.000	.000	.000
99% Confidence Interval			
Lower Bound	.000	.000	.000
Upper Bound	.000	.000	.000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

## 2. Homogeneity Test

The homogeneity test is carried out with the aim of finding out whether the distribution of data from each variable does not deviate from the characteristics of homogeneous data. Homogeneity testing is carried out on dependent regression variants or independent variables using statistics.

**Levene's Test of Equality of Error Variances<sup>a,b</sup>**

		Levene Statistic	df1	df2	Sig.
Skor	Based on Mean	1.573	2	147	.211
	Based on Median	.413	2	147	.663
	Based on Median and with adjusted df	.413	2	135.434	.663
	Based on trimmed mean	1.693	2	147	.187

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Skor

b. Design: Intercept + Kelompok

From the analysis results in the Test of Homogeneity of Variances table, Levene Statistic = 1.693; df1 = 2; df2 = 147, and p-value = 0.187 > 0.05 or H<sub>0</sub> is accepted. Thus, both groups of data come from homogeneous groups.

## 3. Hypothesis Testing

The results of the hypothesis test using the Regression test are as follows:

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	184.813	15.495		11.928	.000
Principal Leadership Style	-.363	.137	-.356	-2.650	.011
Pedagogical Competence	-.167	.142	-.158	-1.176	.246

a. Dependent Variable: Teacher Performance

From the Coefficient table above, in column B, Constant or B<sub>0</sub> = 184.813 Regression Coefficient B<sub>1</sub> = -0.363, and B<sub>2</sub> = -0.167 so that the multiple linear regression is  $Y = 184.813 + (-0.363) X_1 + (-0.167) X_2$ . from the results of the analysis above for the coefficient of variable X<sub>1</sub>, namely t count = -2.650 and p-value = 0.011 / 2 = 0.0055 < 0.05 or H<sub>0</sub> is rejected. Which means that the Principal's Leadership Style has a positive effect on Teacher Performance. Furthermore, the coefficient for X<sub>2</sub> is t count = -1.176 and its p-value = 0.246 / 2 = 0.123 > 0.05 or H<sub>0</sub> is rejected, which means that Pedagogical Competence has a positive effect on teacher performance.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	367.884	2	183.942	4.643	.014 <sup>b</sup>
	Residual	1861.896	47	39.615		
	Total	2229.780	49			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Pedagogical Competence, Principal Leadership Style

From the analysis results obtained anova table above F count price = 4.643 and p-value = 0.014 < 0.05 or this means H0 is rejected meaning there is a linear influence of the variables of Principal Leadership and Pedagogical Competence with Teacher Performance. this also means there is a simultaneous influence of Principal Leadership and Pedagogical Competence on Teacher Performance.

**Model Summary**

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.406 <sup>a</sup>	.165	.129	6.294	.165	4.643	2	47	.014

a. Predictors: (Constant), Pedagogical Competence, Principal Leadership Style

From the table above, the multiple correlation coefficient (RY12) = 0.406 with F count = 4.643 and p-value = 0.014 < 0.05 or H0 is rejected, thus the multiple correlation coefficient between the Principal's Leadership Style and Educator's Competence with Teacher Performance is significant while the determination coefficient is shown by R Square = 0.165 which means that 16.5% of the Variability of Teacher Performance Variables can be explained by the Principal's Leadership Style and Pedagogical Competence so that it can be concluded that the influence of the Principal's Leadership Style and Pedagogical Competence together on Teacher Performance is 16.5%.

4. Test of Significance of Partial Correlation Coefficient

a. Correlation between Teacher Performance and Principal Leadership Style by controlling the influence of Pedagogical Competence

**Correlations**

Control Variables			Principal Leadership Style	Teacher Performance
Pedagogical Competence	Principal Leadership Style	Correlation	1.000	-.360
		Significance (1-tailed)	.	.005
		df	0	47
Teacher Performance	Teacher Performance	Correlation	-.360	1.000
		Significance (1-tailed)	.005	.
		df	47	0

From the results of the analysis in the table above, it was obtained that RY1.2 = - 0.360 and the P-Value = 0.005 < 0.05 or H0 was rejected, thus the correlation coefficient between Teacher Performance and Leadership Style by controlling the Institutional Rewards variable was significant.

b. Correlation between Teacher Performance and Pedagogical Competence by controlling the influence of the Principal's Leadership Style.

**Correlations**

Control Variables			Teacher Performance	Pedagogical Competence
Principal Leadership Style	Teacher Performance	Correlation	1.000	-.169
		Significance (1-tailed)	.	.123
		df	0	47
Pedagogical Competence	Pedagogical Competence	Correlation	-.169	1.000
		Significance (1-tailed)	.123	.
		df	47	0

From the analysis results in the table above, it is obtained  $R_{Y2.1} = -0.169$ . and  $P\text{-Value} = 0.123 > 0.05$  or  $H_0$  is rejected, thus the correlation coefficient between Teacher Performance and Pedagogical Competence by controlling the Principal's Leadership Style variable is not significant.

### **Discussion**

Leadership style has a positive effect on teacher performance in this case according to Jaya, W. S. (2022). Teacher performance is reviewed from the principal's leadership style and work motivation. *Obsesi Journal: Early Childhood Education Journal*, 6(3), 1286-1294. that good teacher performance in carrying out their duties and obligations cannot be separated from other roles in the school environment, one of which is the principal

Pedagogical competence affects teacher performance, this is not in contrast to By having pedagogical competence, teachers have the ability to organize learning materials that will be delivered well to students with various techniques (Rahman, 2014) Teacher pedagogical competence is important to improve, because teacher pedagogical competence will improve teacher professionalism in teaching

The Principal's Leadership Style together or simultaneously has a positive effect on Teacher Performance, this is not in contrast to the Democratic Leadership Style Research Journal for Improving Teacher Performance. *INOPENDAS: Scientific Journal of Education*, 5(1), 20-28.

which states that this leadership style shows the extent to which the level of maturity of subordinates and the achievement of goals achieved. In this case, Leadership Style and Pedagogical Competence together or simultaneously improve Teacher Performance.

### **CONCLUSION**

The Influence of Leadership Style on Teacher Performance: The principal's leadership style has a significant positive influence on teacher performance. Research by Jaya, W. S. (2022) shows that good teacher performance is greatly influenced by the role of the principal in the school environment. This is in line with the results of other studies which also found that the principal's leadership style contributes to improving teacher performance.

The Influence of Pedagogical Competence on Teacher Performance: Teachers' pedagogical competence affects their performance. Rahman (2014) emphasized that by having good pedagogical competence, teachers can organize learning materials more effectively, which in turn improves their performance in the classroom. Therefore, the development of pedagogical competence is very important to support teacher professionalism.

The Simultaneous Influence of Leadership Style and Pedagogical Competence: The principal's leadership style and pedagogical competence simultaneously have a positive effect on teacher performance. Research in journals discussing democratic leadership styles shows that both work together to improve teacher performance. This shows that a collaborative approach between principals and teachers in a pedagogical context can result in significant performance improvements.

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